Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Global Connections** The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
Content Statement	***1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.***

Content Elaborations

Global connections is a recurrent theme throughout the Contemporary World Issues course. Nations and peoples are interconnected through trade, alliances, treaties and international organizations. Connections among nations and peoples of the world are dynamic, characterized by continuous shifts in international coalitions and political alliances.

Long-established global connections include:

- Trade – North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), Organization of Petroleum Exporting Countries (OPEC);
- Alliances – North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO);
- Treaties – Treaty on the Non-proliferation of Nuclear Weapons, Camp David Accords, Kyoto Protocol; and
- International organizations – United Nations (UN), European Union (EU), Organization of American States (OAS), African Union (AU).

Participation in these and other trading relationships, alliances, treaties or organizations has increased the interconnectedness of nations.

Instructional Strategies

Have students research the original reasons for the formation of the North Atlantic Treaty Organization (NATO), the United Nations, the Organization of American States (OAS) or other international organizations. Discuss how they promote interconnectedness and debate the advantages and disadvantages of increasing interconnectedness for participating nations.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

The Choices Program
www.choices.edu
Based at Brown University's Watson Institute for International Studies, Choices offers both free online resources and some curriculum materials for purchase. Online resources include *Teaching with the News* activities, handouts and Web links.

United Nations: Global Issues
http://www.un.org/en/globalissues/internationallaw/
This U.N. site provides background on post-WW II international law and links to primary source documents.

Connections

Connections can be made to the Global Economy topic, Content Statements 19-22, as students study trade on a global scale.

Expectations for Learning	
Analyze the ways in which trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples.	

Essential Questions

Why should Americans be concerned with issues or events in other parts of the world?

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Global Connections** The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.
Content Statement	***2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.***

Content Elaborations

Governments, interest groups, individuals and media organizations now have access to communication methods that have transformed the way they interact with each other and the world.

Advances in communications technology have impacted the sharing of information across national and cultural borders. Communication can be almost instantaneous, in some cases requiring split-second decision making. The expansion of news sources and delivery methods permits people to have access to perspectives from other nations. The variety of communication modes now available affords new opportunities for international cooperation and conflict.

Expectations for Learning

Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals and the media to share or acquire information.

Instructional Strategies

Have students select a current global issue and research how it is being discussed on Web-based forums (e.g., social networks, blogs, governmental websites, online news sites). Analyze how the use of online tools is influencing public opinion and governmental action on the chosen issue.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Look Sharp
www.ithaca.edu/looksharp
This site provides resources on teaching about media literacy. Select *New Media Tools for Teachers.*

Connections

A unit of study could be built around the following questions: *How has the way we acquire information about events changed over time? What are the positive and negative consequences of these changes?*

The importance of communication technology can be studied in conjunction with lessons on Content Statements 14, 16 and 17.

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civic Participation and Skills** Individuals and groups have the capacity to engage with others to impact global issues.
Content Statement	***3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.***

Content Elaborations

Media messages are those distributed by organizations with the intent of communicating an idea or ideas to a wide audience. Media messages are constructed in different ways for different purposes.

Students evaluate how and why messages are:

- Constructed using particular tools (e.g., textual, graphical, audio, visual and interactive elements);
- Constructed using particular characteristics (e.g., style, tone, organization); and
- Constructed using particular conventions (e.g., use of evidence, point of view, citations).

Communication methods influence the ways people define and act on issues. Media messages affect public opinion on issues. Organizations adjust their messages for different audiences.

Expectations for Learning

Evaluate how media messages are constructed for unique purposes using particular tools, characteristics and conventions.

Analyze the influence of media messages on the ways people define and act on issues.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Frontline
www.pbs.org
Have students view and discuss *The Persuaders* episode regarding the influence of marketing and advertising on American culture and politics. To access the program and aligned resources, search for *the persuaders*.

Museum of the Moving Image
www.livingroomcandidate.org
The Living Room Candidate offers more than 300 commercials from every presidential election since 1952, as well as lesson plans and an interactive space for students to create their own commercials.

Fact Check ED
www.factchecked.org
This site provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.

	Look Sharp www.ithaca.edu/looksharp This site provides resources on teaching about media literacy. Select *New Media Tools for Teachers.* **Newseum** www.newseum.org More than 800 newspapers worldwide are displayed daily in their original, unedited form. Some may contain material that is deemed objectionable to some visitors. Discretion is advised. **Connections** Evaluating media messages also is addressed in the English Language Arts Common Core State Standards.
Essential Questions	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civic Participation and Skills** Individuals and groups have the capacity to engage with others to impact global issues.
Content Statement	***4. Individuals can assess how effective communicators address diverse audiences.***

Content Elaborations

As individuals engage with others on global issues, they need to be able to communicate their beliefs and ideas with other individuals and with diverse groups.

Effective communicators, either individuals or groups, adapt communication styles to address diverse audiences by adjusting their use of communication tools, characteristics and conventions (see Content Statement 3).

Examples of communications could include examination of school-level and personal communications (e.g., memos, letters to families, texts, Web posts), as well as pieces from news programs, websites, advertisements or other media students may see in their daily life. For example, news clips may be used to illustrate how politicians use different body language when speaking to different audiences.

Opportunities should be provided for students to practice their own communication skills as they engage with others on global issues.

Expectations for Learning

Assess and practice effective communication methods.

Instructional Strategies

Have students select a person in the public spotlight and assess how effectively the person communicates. *How does this person adjust their communication style for diverse audiences? What tools, characteristics or conventions were most or least effective? Why are some people more dynamic than others when speaking?*

Ask students, *What does it take to be an effective communicator?* Students can brainstorm practices that they expect to see in an effective communicator then look for those characteristics as they observe selected video clips.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Museum of the Moving Image
www.livingroomcandidate.org
The Living Room Candidate offers more than 300 commercials from every presidential election since 1952, as well as lesson plans and an interactive space for students to create their own commercials.

Connections

Effective communication skills are addressed in the English Language Arts Common Core State Standards.

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civic Participation and Skills** Individuals and groups have the capacity to engage with others to impact global issues.
Content Statement	***5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.***

Content Elaborations

Effective civic participation requires that individuals evaluate world events, engage in deliberative civil debate and work to influence public policy.

Deliberative civil debate respects multiple views on an issue, allows for questioning and analysis, and is solution-oriented.

Informed individuals work to influence public processes. Influencing public processes includes identifying an appropriate decision-making body or official, analyzing policies currently in place, and participating in the deliberation of new policy through appropriate channels (e.g., letter writing, testifying at hearings, meeting with legislators).

Opportunities to experience these processes first-hand should be made available to students as they identify and address a global issue.

Expectations for Learning

Identify and evaluate a world event or global issue.

Participate in debate and work to influence public processes to address an issue.

Instructional Strategies

Have students observe a local civic meeting (e.g., priority board, school board, legislative body, civic association) to view how local citizens engage in civil debate. Have students present their observations to the class through a multimedia presentation that includes the meeting agenda, rules or guidelines followed, samples of speakers' comments and the outcome of the meeting.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

United Nations: Global Issues
http://www.un.org/en/globalissues/index.shtml
The UN offers an overview of global issues and links to further resources.

Deliberating in a Democracy
www.deliberating.org
This site provides questions for students to debate.

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civic Participation and Skills** Individuals and groups have the capacity to engage with others to impact global issues.
Content Statement	***6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.***

Content Elaborations

Issues on a global scale are inherently complicated and addressing them requires individuals and groups to work through decision-making processes prior to taking action.

Most global issues are complex and have multiple feasible solutions. What is considered a feasible solution to one group may not be considered feasible to others. Additionally, all solutions have both positive and negative consequences.

As students practice civic participation, they will identify issues, and research, debate and propose appropriate solutions. As part of this process, students will formulate action plans, and predict and assess the possible consequences of each proposed solution, weighing the costs and benefits of each approach.

Expectations for Learning

Identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.

Instructional Strategies

Have groups of students select current global issues (e.g., AIDS in Africa, poverty in Haiti, human rights abuses), research the issues and identify possible approaches to addressing the issues. Conduct mock news forums or panel discussions to inform classmates or another audience about the issues and debate potential solutions to the issues. Have students identify the appropriate agencies or public officials to contact about their concerns.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

United Nations: Global Issues
http://www.un.org/en/globalissues/index.shtml
The UN offers an overview of global issues and links to further resources.

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civic Participation and Skills** Individuals and groups have the capacity to engage with others to impact global issues.
Content Statement	***7. Individuals can participate through non-governmental organizations to help address humanitarian needs.***

Content Elaborations

Civic participation includes engaging with both governmental entities and non-governmental organizations (NGOs). Examples of NGOs include Doctors Without Borders, Oxfam International, Children's Defense Fund and Heifer International.

NGOs provide multiple methods of engagement for individuals and groups outside of formal governmental interaction between nations. These organizations provide an opportunity for people to cooperate on an international scale to address humanitarian needs.

Humanitarian needs arise from man-made and natural disasters. Such needs include threats to human life, human suffering, and insults to human dignity. Humanitarian needs can be addressed through various forms of humanitarian aid including medical treatments, food assistance and legal representation.

Expectations for Learning

Describe how non-governmental organizations address humanitarian needs.

Participate in an activity with a non-governmental organization to address a specified need.

Instructional Strategies

As a class project, have students select multiple international humanitarian organizations to research and describe how the organizations address humanitarian needs. As a class, students discuss the goals and impact of each organization, select one to support and explain reasons for the selection. If possible, have students participate in an activity with the organization and reflect on their participation.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Extend student learning by challenging students to find ways to address humanitarian needs locally. This could include organizations that work to alleviate hunger and homelessness, or organizations who respond to natural disasters and other emergencies.

Instructional Resources

Taking it Global
http://www.tigweb.org/
This site provides an online learning community for youth interested in global issues.

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civil and Human Rights** There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
Content Statement	***8. Beliefs about civil and human rights vary among social and governmental systems.***

Content Elaborations

Beliefs about civil and human rights vary across borders and cultures. Different beliefs regarding civil and human rights can be observed in different contemporary social systems and governmental systems. For example, in some social and governmental systems, women or other groups may be restricted from voting, owning property, attending educational institutions and participating in government.

Note: Discussions about civil and human rights need to be sensitive to differing student beliefs as well as the cultural beliefs of other groups. As students investigate differing beliefs about civil and human rights, they should avoid judging the beliefs of others against their own. Students can discuss how their personal views regarding human rights may differ from the views of others.

Expectations for Learning

Analyze how beliefs about civil and human rights vary among social and governmental systems.

Instructional Strategies

As an anticipation activity, have students respond to 20 statements that all begin with *Do American citizens have the right to...?* Include a wide range of assumed rights and rights students may have never considered before. Students could respond to prompts in multiple ways: yes/no on paper, select a level of agreement from 1 – 5 with a show of hands, physically move to a spot in the room that corresponds with their response (vote with your feet).

Have students research and compare citizens' rights (e.g., suffrage, property ownership, educational access, religious freedom, informational access, assembly) in different countries around the world and analyze why those differences exist.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Extend student learning through reading and reflecting on George Orwell's novel, *1984.* Compare civil and human rights under the authoritarian government in *1984* with civil and human rights under multiple current world governments.

	Instructional Resources **United Nations Cyberschoolbus: Universal Declaration of Human Rights** www.un.org/cyberschoolbus The UN offers resources for teaching about the Universal Declaration of Human Rights. Under the heading *Curriculum*, select *Human Rights*. **Connections** Create a unit of study around the question, *What civil rights are universal?* Study could include Content Statements 8-10 in the Civil and Human Rights topic and Content Statement 7 in the Civic Participation and Skills topic.
Essential Questions	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civil and Human Rights** There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
Content Statement	***9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.***

Content Elaborations

Within the topic of civil and human rights, students will study how beliefs about rights differ across social and governmental systems (see Content Statement 8). Beliefs about civil and human rights can result in both conflict and cooperation among nations and international organizations.

Numerous international organizations are dedicated to achieving rights for minority groups. Nations and international organizations, both governmental and non-governmental, tend to pursue their own interests on civil and human rights issues, which may or may not align with the interests of others.

Expectations for Learning

Analyze how differing interests on issues related to civil and human rights result in both conflict and cooperation among nations and international organizations.

Instructional Strategies

Have students identify and discuss examples of nations and international organizations working in cooperation with each other on civil and human rights issues.

Have students identify and discuss contemporary examples of conflicts that arise out of contradictory interests related to civil and human rights.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Frontline: On Our Watch
www.pbs.org
Have students view and discuss the *On Our Watch* episode regarding the ethnic conflict in Darfur. For this content statement, focus discussion on the role of China, the UN and the United States in the Darfur conflict. To view the program and supporting resources, search for *Frontline Darfur*.

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Civil and Human Rights** There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.
Content Statement	***10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.***

Content Elaborations

Genocide and ethnic cleansing are extreme examples of civil and human rights issues. Historical examples of genocide (e.g., the Holocaust, Armenian genocide) can be applied to the understanding of more recent examples of genocide and ethnic cleansing (e.g., Bosnia, Rwanda, Darfur).

Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or ultimately genocide.

Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics.

Individuals, organizations and nations are faced with differing responsibilities as participants and non-participants during ethnic conflicts. These responsibilities are acted upon differently based on the interests and beliefs of those faced with ethnic conflicts.

Expectations for Learning

Analyze modern instances of genocide and ethnic cleansing from individual, organizational and national perspectives.

Instructional Strategies

Engage students in a debate around the question, *Does the international community have the responsibility of assisting peoples threatened by genocide?* Challenge students to view the question from multiple points of view, considering the consequences of both action and inaction.

Have students research a current or recent example of genocide or ethnic cleansing and debate if and how other nations should intervene. Consider political, social and economic consequences of participation and non-participation.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

The United States Holocaust Memorial Museum
www.ushmm.org
This site presents the definition and history of the use of the word genocide, and contains multimedia presentations regarding modern instances of genocide.

Frontline: On Our Watch
www.pbs.org
Have students view and discuss the *On Our Watch* episode regarding the ethnic conflict in Darfur. Supporting resources include links to programs regarding Rwanda and interviews with UN officials. Search for *Frontline Darfur*.

	United Nations http://www2.ohchr.org/english/law/genocide.htm Access primary source text of the 1951 *Convention on the Prevention and Punishment of the Crime of Genocide.* **Connections**
Essential Questions	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Sustainability** An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
Content Statement	***11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.***

Content Elaborations

All human activities have intended and unintended consequences for ecological, social and economic systems. Individuals and societies make decisions every day that result in consequences that may impact physical and human environments today and in the future.

Intended consequences are those that are expected or anticipated. Decisions about human activities are often made by comparing the costs and benefits of the anticipated consequences.

Unintended consequences are those that are not expected or anticipated. The difficulty of predicting how ecological, social and economic systems will react to human activities often results in unintended consequences.

Both intended and unintended consequences can be interpreted as positive or negative based on differing perspectives and values.

Expectations for Learning

Analyze the impact of a selected human activity today and in the future, including intended and unintended consequences.

Instructional Strategies

Students can analyze the intended and unintended consequences of a selected human activity (e.g., genetically modified foods). Students should analyze the costs (e.g., risk of environmental damage) and benefits (e.g., increased food production) of the decision to engage in that activity, while considering current and future consequences.

Have students conduct an inquiry-based research project comparing two energy sources (e.g., nuclear power plants, wind farms). Using available data, have students form hypotheses about the short- and long-term impact of the energy source. Have students predict possible unintended consequences, both positive and negative.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Extend student learning by challenging students to investigate if the United States could be completely self-sustaining by producing all of our needed energy, food and labor. Have students brainstorm what it would mean to be self-sustaining and research the possibility of the U.S. reaching such a state.

	Instructional Resources ***Food, Inc.*** www.pbs.org Have students view and discuss the information and point of view presented in the documentary film. The filmmaker investigates what he sees as the "hidden" side of American agriculture and agri-business. For more information visit the PBS website, search for *food inc*. ***King Corn*** www.pbs.org Have students view and discuss the information and point of view presented in the documentary film in which two recent college graduates leave the East Coast for rural Iowa, where they decide to grow an acre of the nation's most powerful crop. For more information visit the PBS website, search for *king corn*. **United Nations Cyberschoolbus: Cities of Today, Cities of Tomorrow** http://www.un.org/cyberschoolbus/habitat/index.asp Curriculum on urbanization and the creation of healthy cities of the future. **Connections** **Lesson Plan: How Much is There to Eat?** www.asiasociety.org This lesson plan connects to mathematics by analyzing the relationship between population density and food production; select *Education,* then *Resources for Schools*, then *Secondary Lesson Plans*.
Essential Questions	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Sustainability** An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
Content Statement	***12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.***

Content Elaborations

Sustainability issues include those that deal with the balance between economic, social and environmental needs (e.g., agricultural practices, energy use, population growth), with a focus on meeting present needs without compromising the ability of future generations to meet their needs.

Sustainability issues, like most contemporary world issues, are interpreted differently by different people. Individuals, organizations and nations view sustainability issues differently based on their political, economic and cultural perspectives. Some individuals, organizations and nations might prioritize economic growth over environmental concerns. Other individuals, organizations and nations might see environmental concerns as critical to their future. For example, some Americans working in the fossil fuel industries might disagree with advocates of renewable energy sources.

Expectations for Learning

Analyze a sustainability issue from various political, economic and cultural perspectives.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Lesson Plan: Be an Energy Saver
www.econedlink.org
This lesson plan from the Council for Economic Education focuses on the scarce and nonrenewable nature of fossil fuels. The lesson emphasizes the economic impacts and political aspects of energy conservation, including many federal energy-related programs and policies. Search for *be an energy saver*.

Lesson Plan: Who Will Take the Heat?
www.pbs.org/wgbh/nova/worldbalance/
This role-play lesson and activity from NOVA illustrates how people may see an issue differently from different perspectives. Select *Educator Role Plays*, then *Who Will Take the Heat?*

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Sustainability** An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.
Content Statement	***13. International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.***

Content Elaborations

Sustainability issues are truly global issues, but can be addressed through international associations and non-governmental organizations at the local, national and international levels. Sustainability issues include those that deal with the balance between economic, social and environmental needs (e.g., agricultural practices, energy use, population growth).

International associations (with public and private participation) addressing these issues include the Institute for Sustainable Development, Climate Action Network (CAN) and Global Hunger Alliance. Non-governmental organizations addressing similar issues include Greenpeace International, the Rainforest Alliance and the Sierra Club.

Expectations for Learning

Analyze how people collaborate to address sustainability issues through international associations and non-governmental organizations.

Instructional Strategies

Have students research associations and organizations working on sustainability issues of interest to Ohio and/or the United States.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

GLOBE Program
http://globe.gov/
The Global Learning and Observations to Benefit the Environment (GLOBE) program is a worldwide education program. GLOBE encourages students, teachers and scientists to collaborate on inquiry-based investigations in partnership with governmental and non-governmental organizations.

Connections

Essential Questions

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Technology** Technological advances present issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences.
Content Statement	***14. The development and use of technology influences economic, political, ethical and social issues.***

Content Elaborations

Technological advances often have profound influence on the lives of individuals and societies, both positive and negative. Advances in technology can influence already existing economic, political, ethical and social issues (e.g., outsourcing, terrorism, capital punishment, social stratification). Advances in technology can create new economic, political, ethical and social issues (e.g., Internet commerce, online political activity, medical technologies, social networking).

Expectations for Learning

Analyze how the development and use of technology has influenced a selected economic, political, ethical or social issue.

Instructional Strategies

Challenge students to identify and analyze how technology has influenced issues locally and internationally. Have groups of students select a current economic, political, social or ethical issue and research how the development and use of technology has influenced that issue. Instruct students to generate a product to be shared with their classmates (e.g., gallery walk, jigsaw, presentation).

Diverse Learners

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Instructional Resources

Connections

Essential Questions

How do governments and societies balance the opportunities of a new technology with the values of a culture?

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**Technology** Technological advances present issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences.
Content Statement	***15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.***

Content Elaborations

As technologies are researched and tested, people must weigh the cost of development against the potential benefits of a new technology. Costs could be more than just financial and may include environmental or ethical consequences. Similarly, benefits of technological advancement include consequences beyond finances. The advancement of any technology involves trade-offs between multiple costs and benefits. For example, the decision to invest in research on new medical practices must take into account both the potential societal benefits of the research and the potential physical, moral and ethical hazards.

Advancements in technology result in both intended and unintended consequences. As decisions are made to develop and use new technologies, some of the potential consequences can be anticipated and considered in the decision-making process. Typically, there are unforeseen or unintended consequences that result from technological change. For example, new medical practices are developed with knowledge of benefits to human health and known side effects (intended consequences), but often result in unanticipated side effects or complications (unintended consequences).

Instructional Strategies

Have students analyze examples of how developments in technology have resulted in intended and unintended consequences. Have students select a relatively new technology (e.g., social networking; artificial intelligence; biofuels; agricultural technology) and research the intended and unintended consequences. Challenge students to consider multiple points of view when discussing intended and unintended consequences.

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Instructional Resources

Connections

Connect inquiry around the Technology topic with the Civic Participation and Skills topic, Content Statement 5, regarding the evaluation of media messages. As students research the consequences of technological change, they should evaluate the purpose and point of view behind the sources they find.

Expectations for Learning Analyze the costs and benefits of a selected technology, including intended and unintended consequences.	
Essential Questions ***How do governments and societies balance the opportunities of a new technology with the values of a culture?***	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**National Security and International Diplomacy** The political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts.
Content Statement	***16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.***

Content Elaborations

National security is characterized by the activities nations engage in to ensure the security of their territories, political institutions, economies and cultures. Nations protect their national security through multiple means including collaboration with other nations and unilateral actions.

Maintaining security has political, social and economic costs for all citizens. Nations sometimes struggle to balance the need to ensure security with the costs associated with doing so.

Political costs may include civil unrest and removal from office. Social costs may include increases in censorship, profiling and surveillance. Economic costs may include decreased government revenue, higher consumer prices, trade restrictions and sanctions.

Expectations for Learning

Explain how and why nations protect their national security.

Evaluate the political, social and economic costs of a national security issue.

Instructional Strategies

Students can investigate a national security issue, either for the U.S. or among other nations, and evaluate its political, social and economic costs.

To introduce the concept of the social costs of national security, access prior student knowledge through small group discussion. For example, have students discuss what freedoms they are willing to give up to maintain national security and protection against terrorism. Ask students what they believe is a reasonable level of infringement on personal privacy (e.g., airline screening procedures, monitoring phone calls, monitoring library activities) and on freedom of movement (e.g., tighter border controls, need to carry citizenship credentials) for citizens to sacrifice for national security.

Diverse Learners

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Instructional Resources

Lesson Plan: National Budget Simulation
http://www.econedlink.org/lessons/index.php?lid=306&type=educator
During this simulation from the Council for Economic Education, students serve as economic advisors to the president, who must increase military spending out of political necessity, but needs to reduce spending in other programs to limit the deficit. Conflicting goals create a need for compromise and tradeoffs to create a national budget, while trying to remain under deficit limits.

	Connections
Essential Questions ***How do governments and societies balance individual rights and the common good?***	

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**National Security and International Diplomacy** The political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts.
Content Statement	***17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.***

Content Elaborations

Global entities, including nations and non-governmental organizations, have different interests and priorities in regard to regional and global issues. As global entities interact, their differing economic, political and social interests and priorities can lead to conflict or cooperation.

Conflict may be mitigated through international diplomacy (e.g., G8 Summit) or cooperative efforts of international organizations (e.g., United Nations, International Court of Justice).

Expectations for Learning

Analyze the economic, political and social causes of a current conflict and evaluate the efforts to mitigate them.

Instructional Strategies

Students can investigate the economic, political and social roots of a current conflict and evaluate the efforts by the United States and/or other countries to mitigate the conflict (e.g., disputes over territory, civil wars, nuclear proliferation). Use a graphic organizer to separate economic, political and social roots of the conflict. Have students write a position/opinion paper on the effectiveness of efforts to mitigate the conflict.

Diverse Learners

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Instructional Resources

United Nations
www.un.org/en/globalissues/peacesecurity/
This site provides information on the history and role of the United Nations in maintaining global peace and security.

Connections

Essential Questions

How do governments and societies balance individual rights and the common good?

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**National Security and International Diplomacy** The political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts.
Content Statement	***18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.***

Content Elaborations

Established systems of power, authority and governance include international and regional treaties, alliances and organizations governing interactions between nations and international groups (e.g., United Nations, International Court of Justice, North Atlantic Treaty Organization, Organization of American States). Individuals and organizations utilize these established systems of power, authority and governance to legally influence national and international security issues.

Individuals and organizations sometimes choose to work outside of the established systems of power, authority and governance. They may feel disenfranchised or unrepresented, or they may not recognize the authority of established systems. Such groups may form alternative systems or agencies, or engage in illegal activities (e.g., violence, piracy, organized crime, terrorist activities).

Expectations for Learning

Analyze how individuals and groups work within the established systems of power, authority and governance.

Analyze an example of how and why an individual or group chose to work outside of the established systems of power, authority or governance.

Instructional Strategies

Diverse Learners

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Instructional Resources

Interpol
http://www.interpol.int/Public/Terrorism/default.asp
Interpol offers a fact sheet on terrorism available in multiple languages. Select *Publications,* then *Fact sheets*.

Connections

Essential Questions

How do governments and societies balance individual rights and the common good?

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**The Global Economy** The global economy is an international marketplace fueled by competition, trade and integration.
Content Statement	***19. The global economy creates advantages and disadvantages for different segments of the world's population.***

Content Elaborations

The 21st century is characterized by increased global trade and economic interdependence. In a global economy, economic activity crosses national and cultural borders, often resulting in new economic connections and increased interdependence.

While some nations and peoples benefit greatly from participation in the international marketplace, other segments of the world's population may experience economic hardship.

Global competition can lead to advantages for some people (e.g., increased employment, lower prices, increased consumer choices, rise in the standard of living).

Global competition can lead to disadvantages for some people (e.g., loss of jobs, reduced wages, exploitation of workers, damage to the environment damage, depletion of natural resources).

Expectations for Learning

Evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population.

Instructional Strategies

Have students select a product that involves production in multiple international locations. Evaluate the costs and benefits of production in each location for the corporation, factory owner, its workers, the local population and the eventual consumer.

Diverse Learners

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Instructional Resources

Brewing Justice: Fair Trade Coffee, Sustainability, and Survival, by Daniel Jaffee, is a study of the fair trade movement on the coffee industry in a small Mexican community.

Lesson Plan: Crossing Borders: The Globalization Debate
www.stlouisfed.org
This lesson plan is from the Federal Reserve Bank of St. Louis. Select *Education Resources*.

Connections

Essential Questions

How does the protection or pursuit of resources lead to conflict or cooperation?

Contemporary World Issues

Theme	***The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.***
Topic	**The Global Economy** The global economy is an international marketplace fueled by competition, trade and integration.
Content Statement	***20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.***

Content Elaborations

The global economy is subject to the influence of local, national and international governmental actions.

Governments can influence and regulate trade through trade agreements (e.g., North American Free Trade Agreement (NAFTA), European Free Trade Association (EFTA)) and multinational organizations (e.g., World Trade Organization (WTO), European Union (EU), Organization of Petroleum Exporting Countries (OPEC)).

Embargoes and protectionism policies can be used to restrict trade (e.g., sanctions against rogue nations, protecting domestic producers through tariffs).

Expectations for Learning

Explain how international trade agreements and multinational organizations impact markets.

Evaluate the impact of embargoes and protectionism on markets.

Instructional Strategies

Have students engage in debate over a multinational trade agreement (e.g., NAFTA, EFTA). Students can debate pros and cons for U.S. involvement or can take on the roles of participating countries and/or groups.

Diverse Learners

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Instructional Resources

Lesson Plan: Limiting Trade
http://ecedweb.unomaha.edu/lessons/feoga.htm#
Students learn about various types of trade restrictions and their effects by applying a model to determine who will benefit and who will be hurt by a tariff.

Lesson Plan: Issues of International Trade
http://www.fte.org/teacher-resources/lesson-plans/tradelessons/
This lesson plan from the Foundation for Teaching Economics provides background reading, activities and resources for teaching about international trade.

Connections

Essential Questions

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Contemporary World Issues

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Topic	**The Global Economy** The global economy is an international marketplace fueled by competition, trade and integration.
Content Statement	***21. The distribution of wealth and economic power among countries changes over time.***

Content Elaborations

The distribution of wealth and economic power shifts as a result of political and social changes, and developments in technology or productive resources.

Gradual or rapid changes in the distribution of wealth and economic power may result from:

- Political changes (e.g., trade alliances, new political leaders);
- Social changes (e.g., improvements in access to education);
- Development of new technologies (e.g., agriculture and manufacturing advances); and
- Development of productive resources (e.g., discovery of new mineral reserves).

As the distribution of wealth and economic power shifts among countries, patterns of conflict and cooperation can change.

Expectations for Learning

Analyze the causes and effects of changes to the distribution of wealth and economic power among countries.

Instructional Strategies

Use technology and non-linguistic representations to show change over time. Have students research and use data to illustrate the shifts in distribution of wealth since WW II. Students should use technology tools (e.g., spreadsheets) to display their findings graphically. Data can include GNP per capita, life expectancy, per capita income, consumer product distribution or other appropriate and available data.

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Instructional Resources

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Essential Questions

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Contemporary World Issues

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Topic	**The Global Economy** The global economy is an international marketplace fueled by competition, trade and integration.
Content Statement	***22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.***

Content Elaborations

Expansion of trade in the 21st century has led to a global economy characterized by interdependence. As global trade has increased, so has the economic interdependence among countries.

More than ever before, economic decisions and activities in one country have the potential to impact economies in other countries. For example, a drop in the value of stock prices in the United States will impact the American economy and the economies of countries whose investors hold American stocks. Similarly, a rise in oil consumption in Asia will have a ripple effect on the oil market worldwide and likely result in higher prices for all consumers as demand increases.

Expectations for Learning

Explain how economic decisions and activities in one country impact economies in other countries.

Instructional Strategies

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Connections

Essential Questions

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